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A CASE STUDY TO  
DETERMINE THE TIME GIVEN TO VARIOUS AREAS OF  
PERFORMANCE BY A JUNIOR HIGH SCHOOL TEACHING PRINCIPAL  
(TITLE)

BY

Lloyd A. Stone

**PLAN B PAPER**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE MASTER OF SCIENCE IN EDUCATION  
AND PREPARED IN COURSE

Introduction to Graduate Study 560  
IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,  
CHARLESTON, ILLINOIS

1967  
YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS  
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

8-1-67

DATE

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ADVISER

2 August 1967  
DATE

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DEPARTMENT HEAD

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## PREFACE

This case study has been developed to determine and analyze the time allotments given to various areas of performance by a junior high school teaching principal.

Graphs have been structured to show the percentage of time allotments. They have also been compared with similar research conducted by the National Association of Secondary School Principals in its report on the Junior High School Principalship.

An analysis of the case study has also been presented. The purpose was to discover areas where improvement and adjustment could be made. An explanation for each area of performance was presented, especially in areas where time allotments are disproportionate to related research.

After the graphs, explanations, and analyses were completed, this study suggested areas where improvement could be made by improved administrative organization.

Finally, an evaluation and summary were organized. Herein lay an opportunity to review the results of this case study. Criteria for an evaluation followed the guidelines of usefulness, helpfulness, satisfaction, and value to the principal with whom this case study was conducted.

## CHAPTER I

### METHODS OF PROCEDURE

This case study stemmed from a junior high school teaching principal's curiosity about whether enough accuracy had been given in reporting information to research organizations. From this question came the decision to conduct a case study which would determine and analyze the time allotments given to various areas of performance by a junior high school teaching principal.

As accuracy in reporting information for research organizations was the primary reason for conducting a case study, some meticulous record keeping method was necessary. Thus, a daily log sheet was maintained as a record to reveal exactly where and how much time was given to any activity.

Grouping a tremendous variety of activities into categories is necessary. For assistance in this task, Volume II of the National Association of Secondary School Principals, 1966, which prepared a report on "The Junior High School Principalship" was used.<sup>1</sup> A selection of these areas from this report is listed below.

1. What percent of time is spent in making classroom

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<sup>1</sup>National Association Secondary School Principals.  
Report of Junior High School Principalship. Vol. II: Washington,  
D. C., 1966

visitations?

2. What percent of time is spent in testing activities?
3. What amount of time is spent in private thought and reflection about administrative problems?
4. What amount of time is spent with correspondence?
5. What amount of time is spent in reading professional literature?
6. What amount of time is spent in meetings with students on disciplinary matters?
7. What amount of time is spent in classroom teaching and preparation, on the average, during the school year?
8. What amount of time is spent in planning with teachers in relation to teaching proficiency?
9. What amount of time is spent in planning with superiors such as the superintendent?

In addition to these areas listed, others were necessary because a magnitude of activities indicated that considerable time had been spent in other areas. These areas are also listed.

1. What amount of time is spent in staff relations?
2. What amount of time is spent in building and playground supervision?
3. What amount of time is spent in office routine?
4. What amount of time is spent in miscellaneous activities?

After these various areas of performance were determined, each was computed into a percentage of total time.



This was prepared by first figuring the total number of hours spent for a six week period consisting of a total of twenty-six working days. Although a six week period from March 12 to April 23, 1967 would normally reflect thirty working days, four days were spent in vacation. The total number of hours worked for 26 days was 299. When this total is divided by 26, the average number of hours worked weekly is fifty-seven and one-half.

## CHAPTER II

### FINDINGS OF THE STUDY

After the case study had been completed, the various activities were grouped in categories showing the time spent in each category.

#### Time Spent Categories

Table I below lists thirteen time spent categories and the percent of time spent in each category as determined by this case study. From information in Table I, graphs have been constructed and used for comparison with similar research conducted by the National Association of Secondary School Principal's report on the Junior High School Principalship.

TABLE I

#### TIME SPENT CATEGORIES

Time Spent Categories	Percent
1. Testing Activities	3.9
2. Time Spent in planning with Superiors	14.7
3. Time Spent on Correspondence	8.9
4. Time Spent with Disciplinary Matters	1.3
5. Time Spent with Staff Relations	8.6
6. Time Spent in Private Thought and Reflection about Administrative Problems.	1.5
7. Time Spent in Reading Professional Literature	3.1

8.	Time Spent in Teaching and Preparation	37.0
9.	Time Spent in Working With Teachers Relating to Teaching Proficiency	4.8
10.	Time Spent in Cafeteria and Building Supervision	9.2
11.	Time Spent in Classroom Visitations	1.2
12.	Time Spent in Office Routine	3.9
13.	Time Spent in Miscellaneous Activities	1.9

#### Analysis and Categories

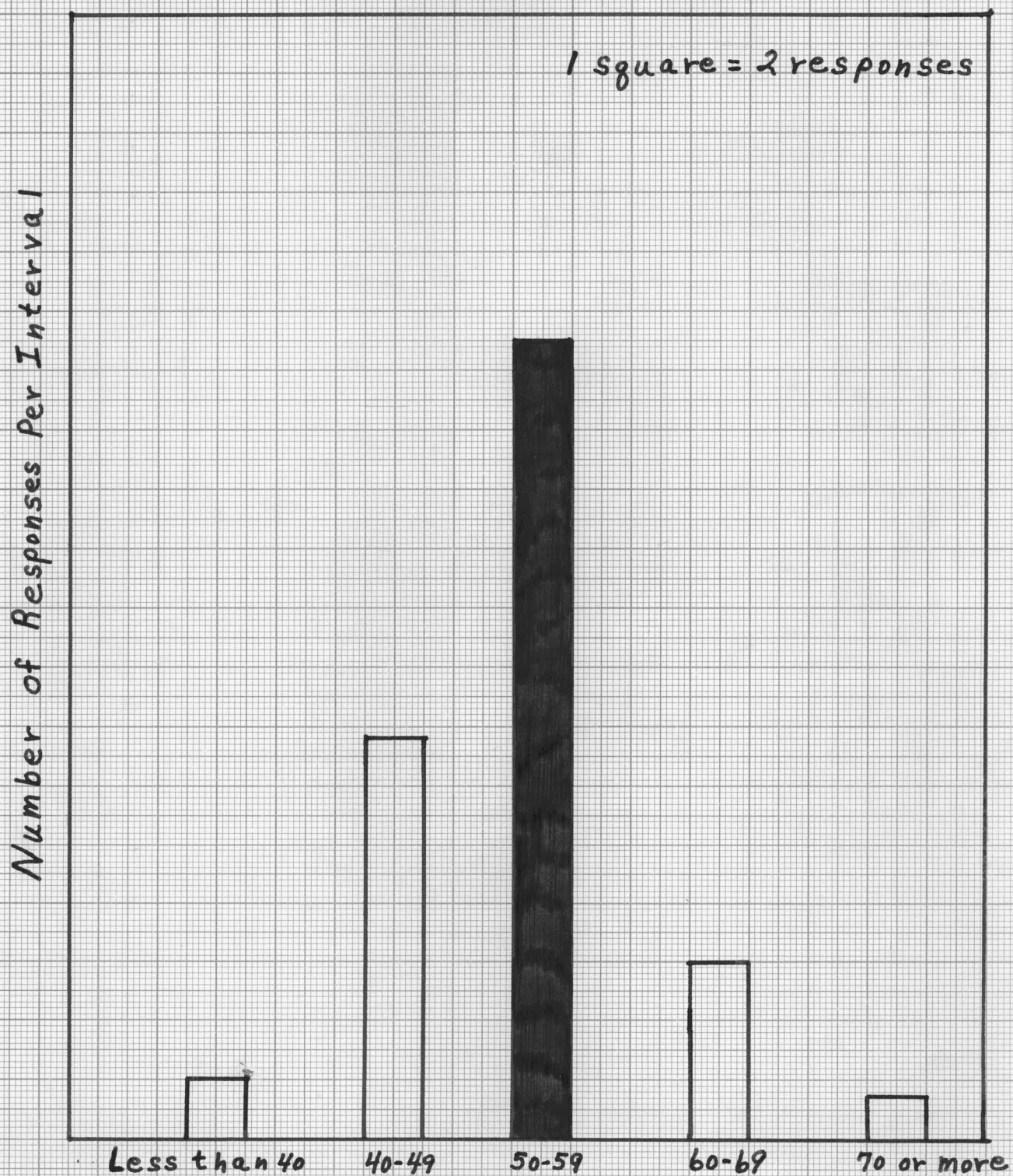
To indicate a comparison between this case study and related research by the National Association of Secondary School Principal's report on the junior high principal, a graph has been constructed.

The National Association of Secondary School Principals queried one-hundred junior high school principals on the average number of hours they worked per week. This average number of hours is divided into five categories.

A bar graph shows the average hours worked per week as represented in five categories. The responses per interval from a total of one-hundred responses are graphically illustrated. The category to which this case study compared is shaded.



GRAPH I  
AVERAGE HOURLY WORK WEEK



<sup>2</sup>Ibid., Appendix B, Supplementary Data, Table 61B, P. B-24



Graph II, testing activities, shows that the principal in this case study spent more time in this area than eighty-three percent of other principals.

Perhaps this could lead a reader into deducing that testing activities were overloaded; however, one can explore this somewhat further and recognize that from one hundred responses, the four that were in the high percentage of testing activities were from schools ranked as "small" such as the one in this study. A "small" school is classified as one with an enrollment less than five hundred.

This school district is particularly pressed for money; consequently, staff members are spread very thin. No money is available for employing personnel in specially trained areas. This is a factor to be considered, for the principal performs their duties to compensate for the lack of money and personnel.

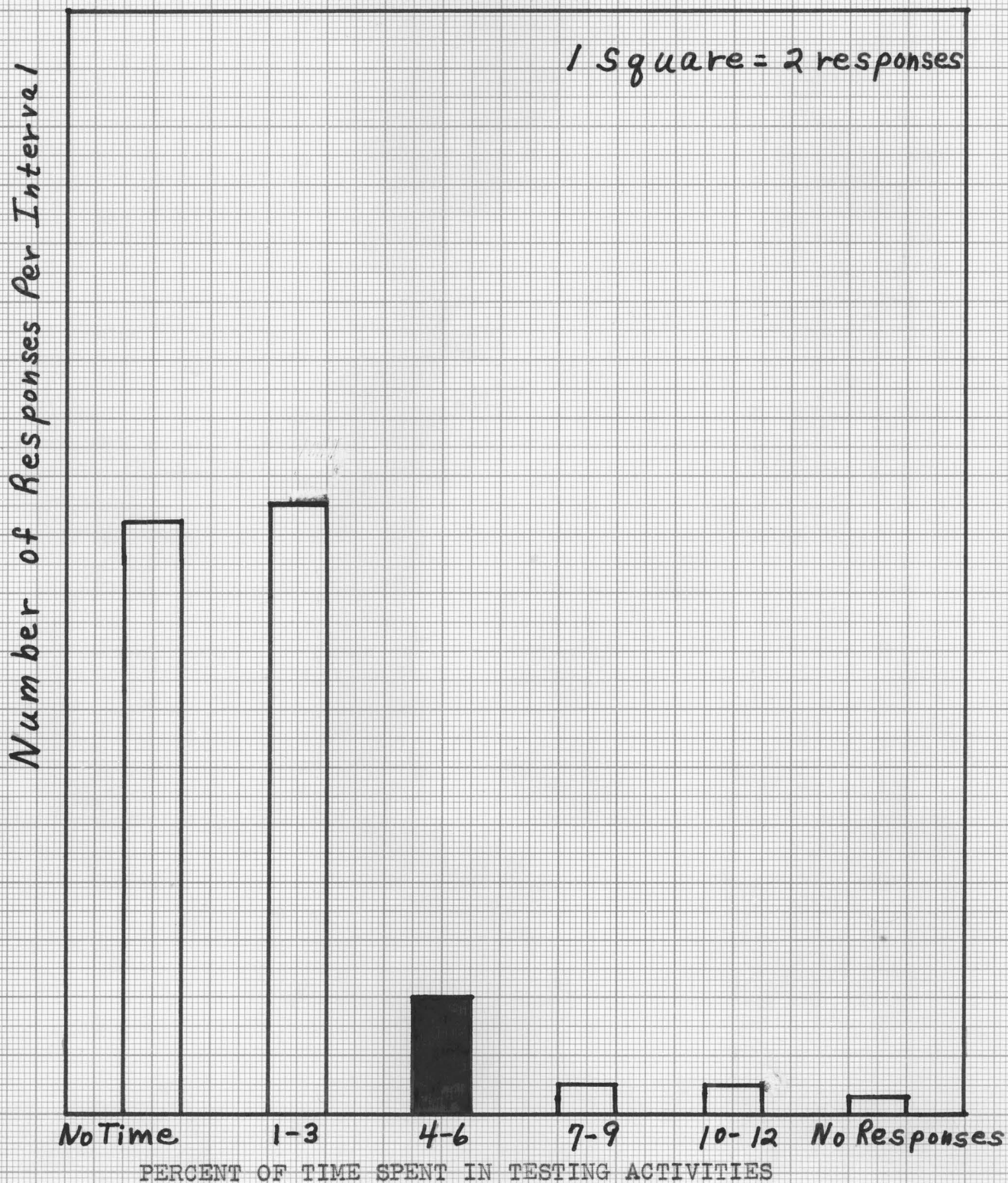
Another observation that one might offer is in line with a prevailing educational theory that for objectivity, accuracy, and validity, testing should be conducted by personnel other than the regular classroom teacher. This in no respect suggests incompetencies on the part of any teacher.

Perhaps the amount of time spent in this area and the total work time are still improperly balanced; however, this period of time does give a perspective, for this school's testing program is continual. Had another six week period been selected, the principal in this case study believes that some testing would have been included. This study

indicates that better organizational structure should be prepared for testing activities; probably into a more concentrated period of time.

GRAPH II

NUMBER OF RESPONSES FOR EACH PERCENT OF TIME SPENT  
IN TESTING ACTIVITIES



<sup>3</sup>Ibid., Appendix B, Supplementary Data, Table 62B-17, P. B-36



Graph III, time spent in planning with superiors, shows that fourteen and seven-tenths percent of the time was spent in this area. Ninety-eight percent of the principals reporting fall far below this figure.

If one always observed statistics for the sake of statistics alone, this would truly seem as exorbitant amount of time spent in this area; however, an analysis of this time allotment reveals some information which is quite explanatory.

1. The area of performance was during contract negotiations with teachers; therefore, considerable time was spent in conference with the superintendent. Salary schedule revision, evaluation of teachers, procurement of new staff members, and other administrative leadership problems were all factors at the time which this study was undertaken.

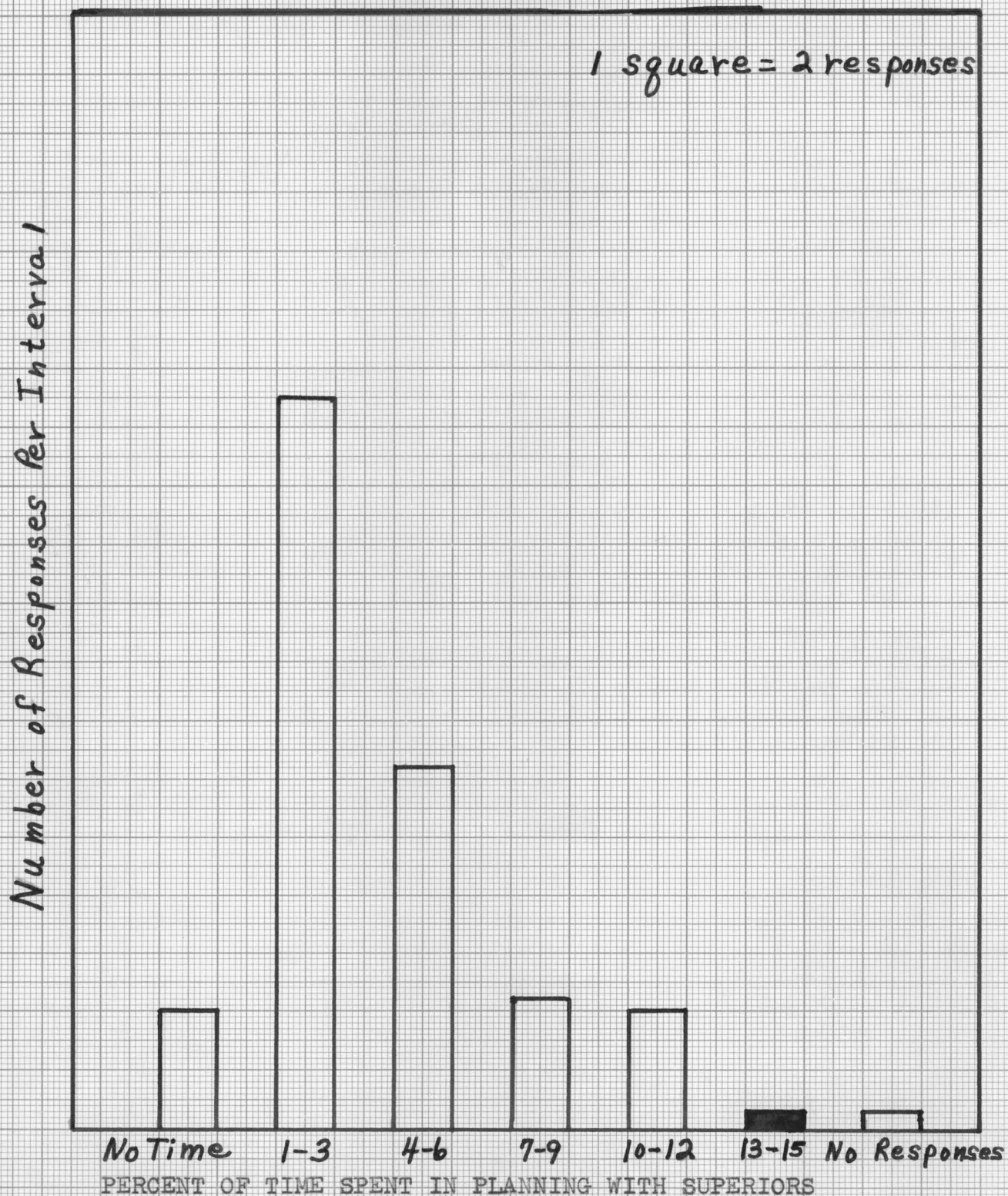
2. Not only consultation with the superintendent was necessary, but private discussions with board members were often conducted.

3. Board meetings were not only at the regularly stated monthly times, but many special meetings were conducted.

In view of these circumstances, the time allotments for this area of performance were not unusual; however, it suggests this when compared to similar research.

GRAPH III

NUMBER OF RESPONSES FOR EACH PERCENT OF TIME SPENT  
IN PLANNING WITH SUPERIORS



<sup>4</sup>Ibid., Appendix B, Supplementary Data, Table 62-1, P. B-25

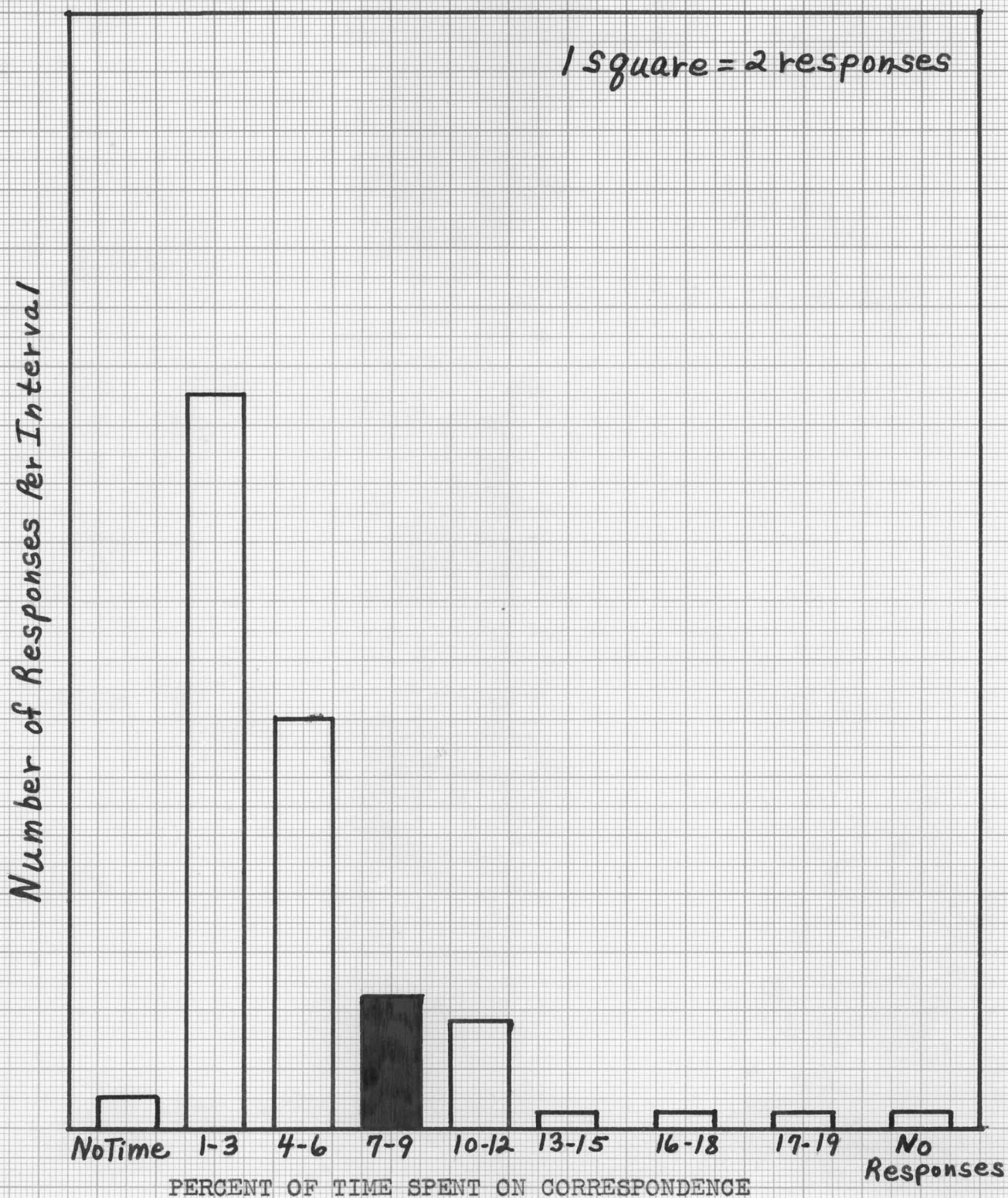
Graph IV, time spent on correspondence, indicates that eighty percent of the responses showed less time was spent on correspondence than the result of this case study.

The school district in which this case study was undertaken provides no secretarial help for the junior high principal. The exact proportions of time that a secretary could reduce the amount of time spent in this area of performance would be conjecture. One could be reasonable in stating that a secretary would reduce the time spent.

Correspondence includes the typing as well as the written material completed by the principal in this case study. Furthermore, a dual district demands separate reports as well as duplication of reports. This element places an increased demand for correspondence.



GRAPH IV  
NUMBER OF RESPONSES FOR EACH PERCENT OF TIME SPENT  
ON CORRESPONDENCE



<sup>5</sup>Ibid., Appendix B, Supplementary Data, Table 62-13, P. B-33

Graph V, staff relations, shows that seventy-seven percent of the responding principals spent less time on staff relations than did the principal in this case study.

Since staff relations is a very comprehensive term, it is difficult to analyze this area. From a standpoint of this case study's interpretation and that of other principals who reported in a comparable study, the question of "just what does staff relations include?" needs clarification.

When staff relations are interpreted as meaning only the time spent in a formal, businesslike manner and always with an objective in mind, then staff relations will probably show a decreased percent of time. Conversely, when staff relations are interpreted as being continual and reflected in almost every action, then staff relations would show an ever greater percentage of time.

In this case study, staff relations were "logged" as such only when teachers and principal met to discuss matters which they or the principal regarded as being valuable to the total educational processes. Sometimes this included discussion over a cup of coffee or during mealtime.

Still, staff relations in this case study does show a considerable amount of time spent when it is compared to related research used in this written comparison. The principal in this case study can point to the fact that from a total of seventy-two possible faculty turnovers in six years, only eight can be listed. Two women faculty members were married and accompanied their husbands who changed occupations. One teacher was retired at the age of sixty-

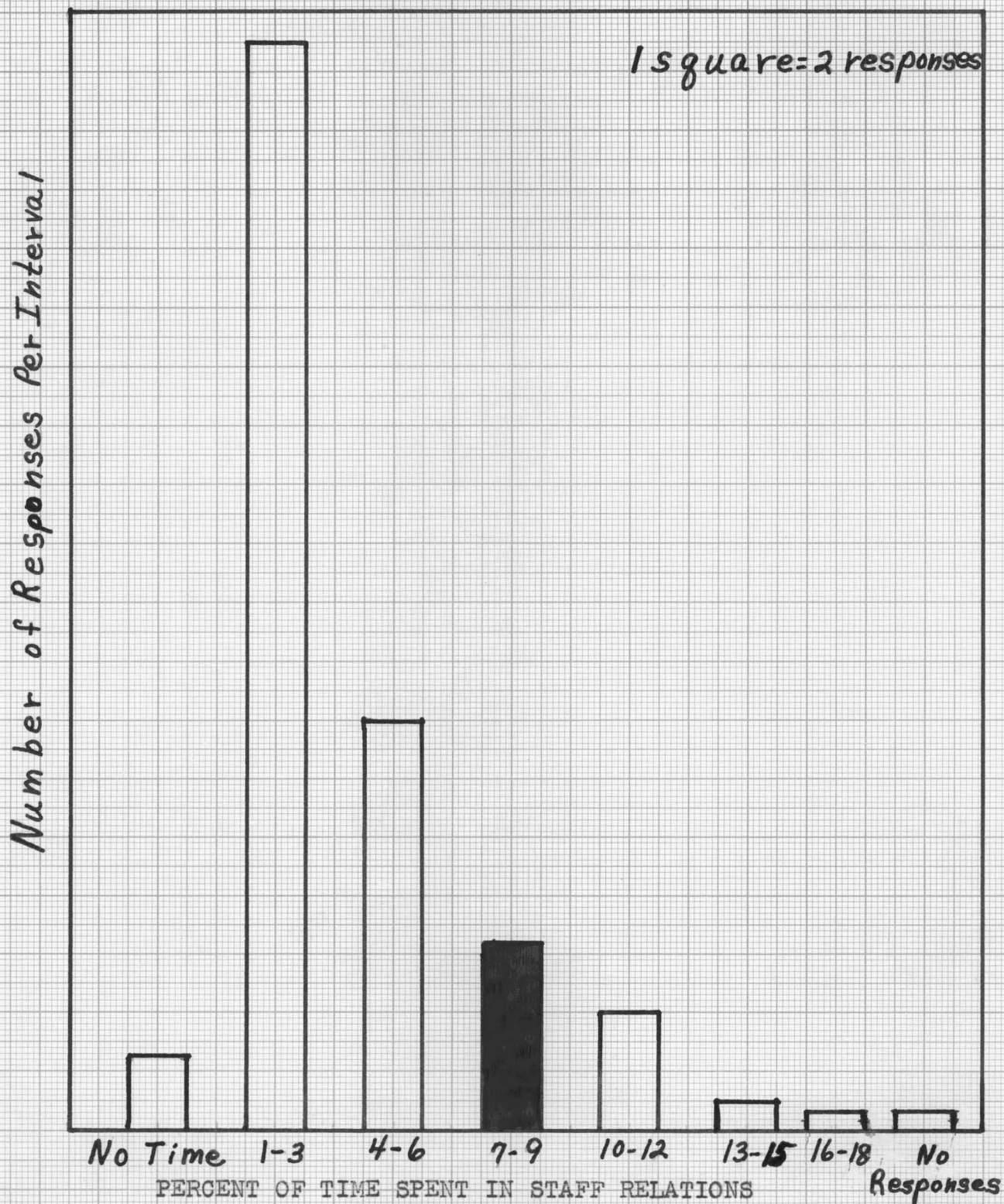


five. One teacher lost his teaching certificate because he did not receive advanced training. Two left for the financial betterment they sought, and two left to teach in their major fields of training.

The explanation above was given to illustrate that an average of eleven percent yearly turnover in a small school is one of small proportion. Perhaps staff relations played a part in maintaining a stable situation. If so, then the percent of time spent in staff relations in this case study may have been justified.

GRAPH V

NUMBER OF RESPONSES FOR EACH PERCENT OF TIME  
SPENT IN STAFF RELATIONS



<sup>6</sup>Ibid., Appendix B, Supplementary Data, Table 62-4, P. B-27

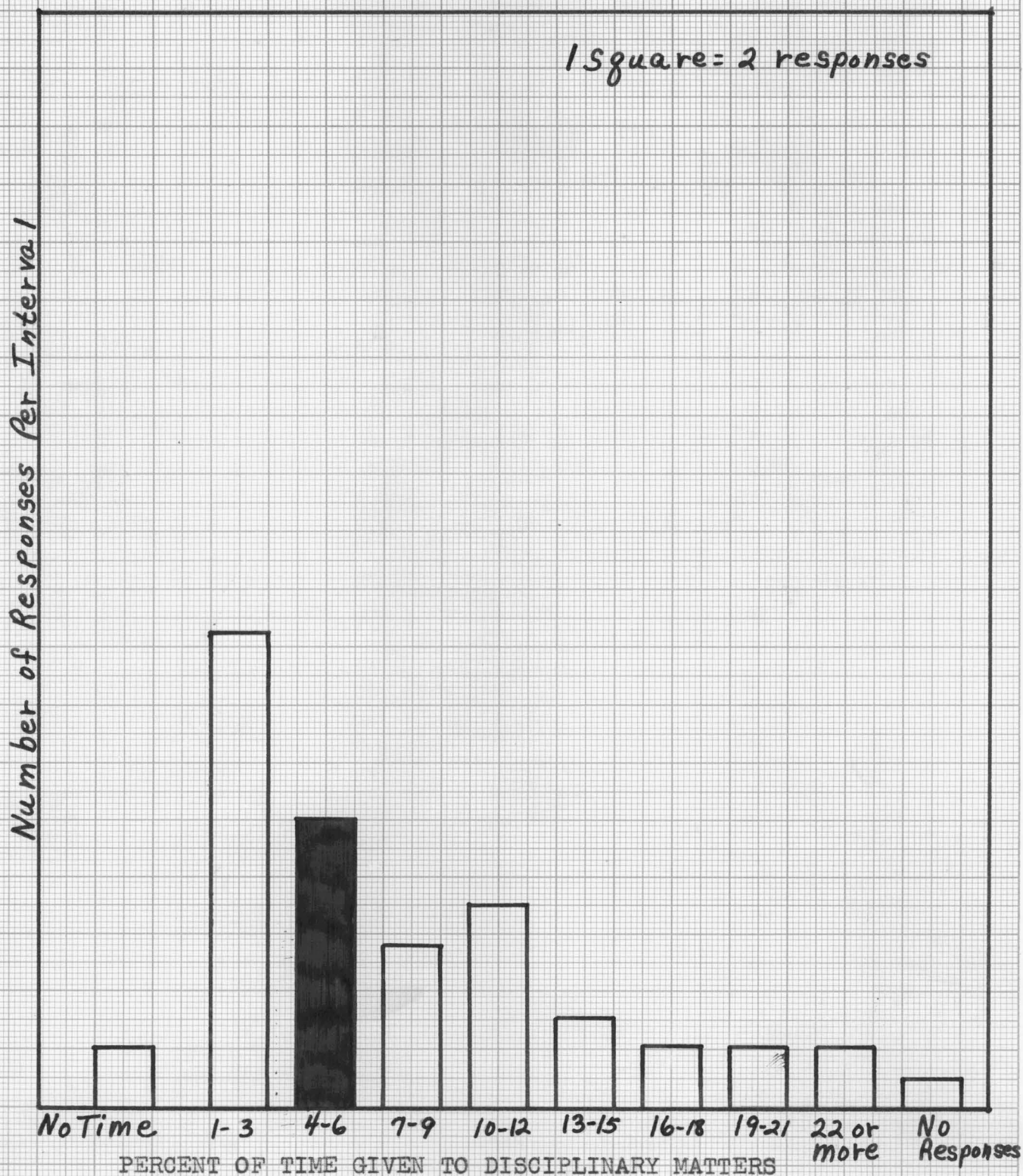
Graph VI, time spent with disciplinary matters shows that sixty-three percent of the principals responding spent more time on disciplinary matters than did the principal in this case study.

An explanation for the small amount of time spent in disciplinary matters could be that the size of the school is small, located in a conservative community, and discipline is handled chiefly by classroom teachers. The principal also teaches which causes him to be unavailable in some instances when he might be needed.



GRAPH VI

NUMBER OF RESPONSES FOR EACH PERCENT OF TIME SPENT  
IN DISCIPLINARY MATTERS

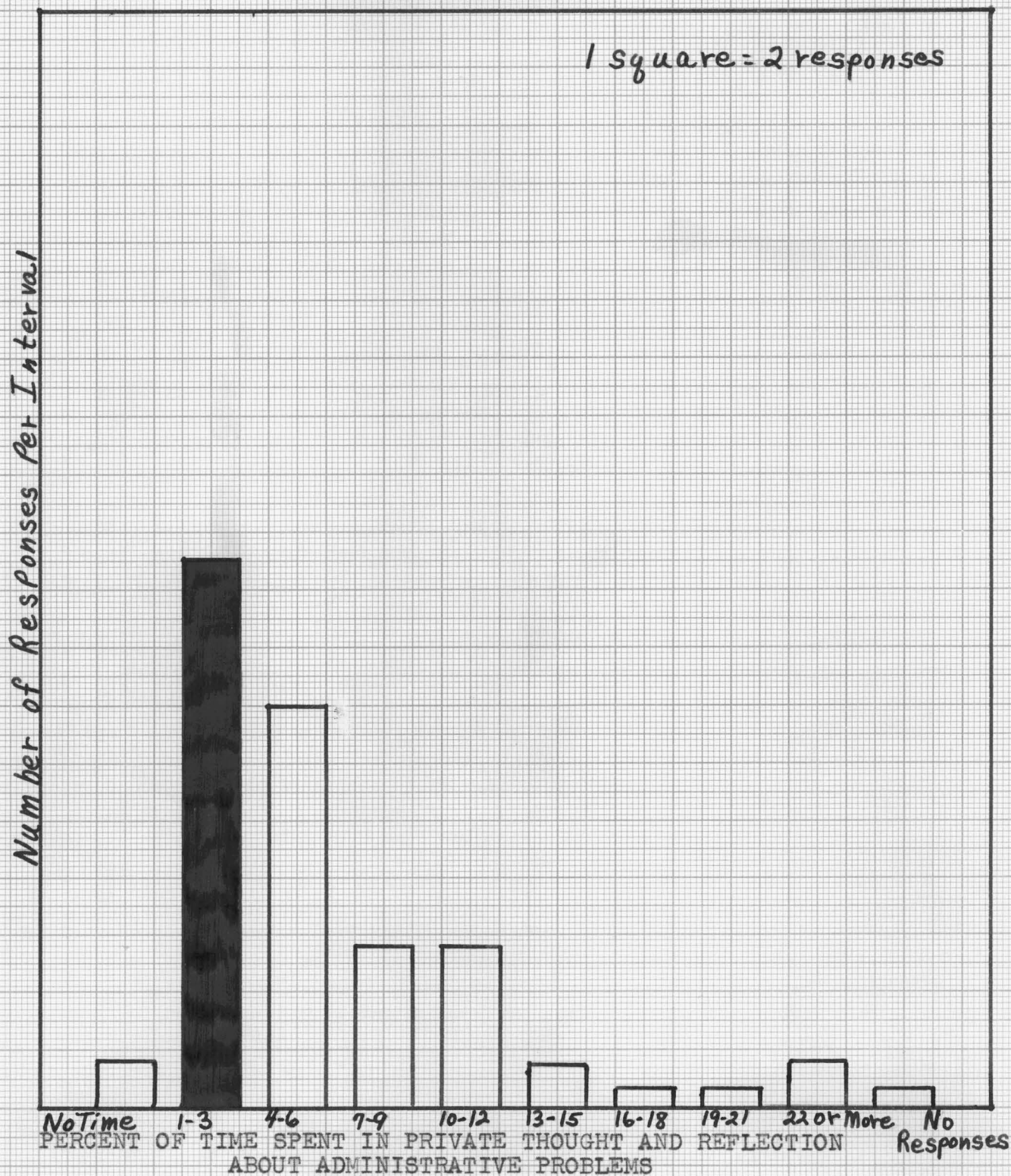


<sup>7</sup>Ibid., Appendix B, Supplementary Data, Table 62-7, P. B-29

Graph VII, time spent in private thought and reflection about administrative problems, reflects a commonality with comparative research used in this study. One thought is posed. Because good planning is an essential ingredient to administrative proficiency, should not the percentage of time in this case study and comparative research be larger? Perhaps both should reflect more time spent in this area.

GRAPH VII

NUMBER OF RESPONSES FOR EACH PERCENT OF TIME SPENT  
IN PRIVATE THOUGHT AND REFLECTION ABOUT  
ADMINISTRATIVE PROBLEMS



<sup>8</sup>Ibid., Appendix B, Supplementary Data, Table 62-16, P. B-35

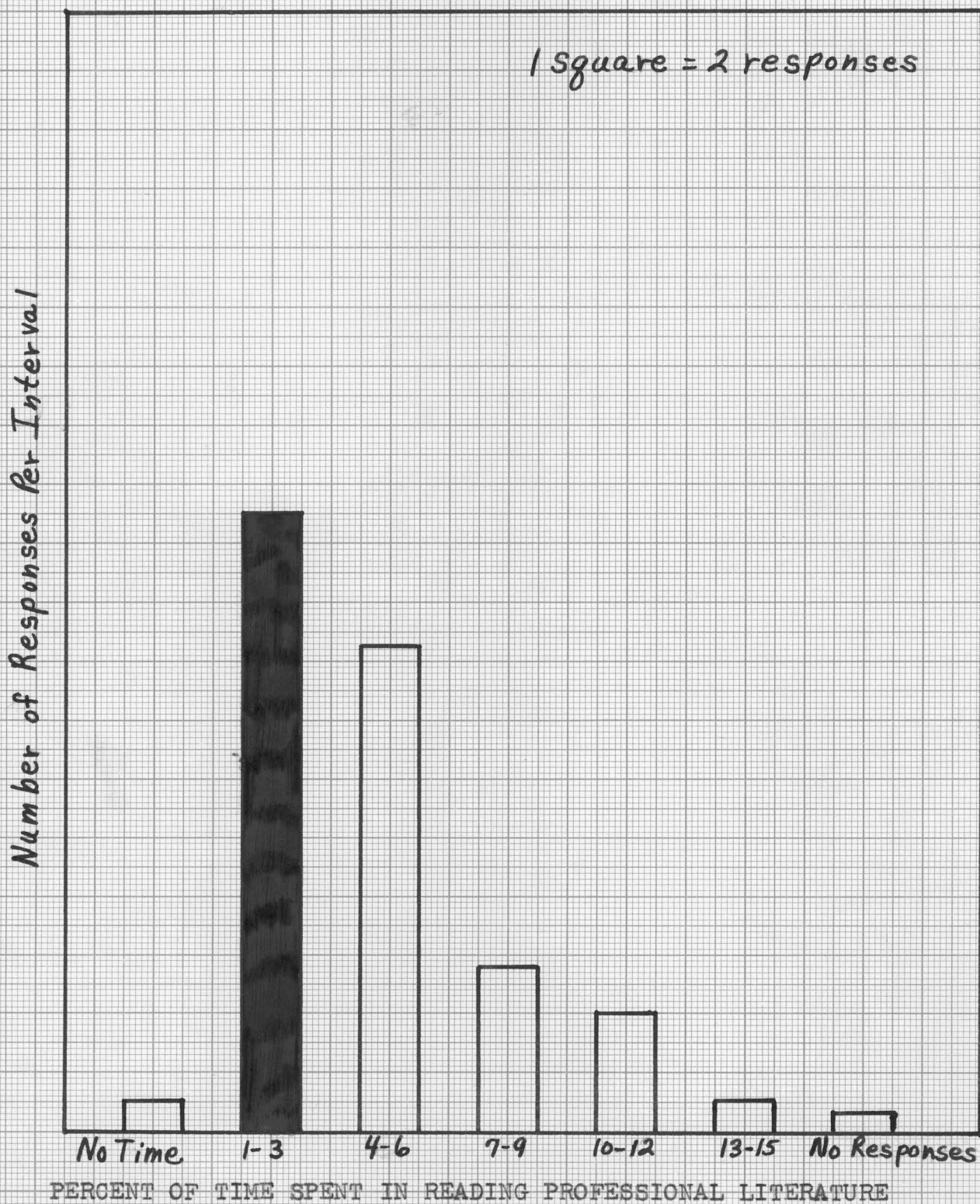
Graph VIII, time spent reading professional literature, displays information that fifty-five percent of the principals responding spent more time reading professional literature than the principal in this case study.

Even though the results of this study and the National Association of Secondary School Principal's do indicate a favorable comparison, this does not imply that both are above question. In this particular case study, time spent in reading professional literature met only minimum needs necessary to keep informed of current trends, scholarly concepts, and educational suggestions. On these subjects more time could be very useful.



GRAPH VIII

NUMBER OF RESPONSES FOR EACH AREA OF TIME SPENT IN  
READING PROFESSIONAL LITERATURE



<sup>9</sup>Ibid., Appendix B, Supplementary Data, Table 62-14. P. B-34



Graph IX, time spent in teaching and preparation, reflects a high proportion of time is spent in this area, especially when it is compared with related research.

An explanation is necessary. This junior high school is departmentalized. It is also a small school which necessitates efficient utilization of personnel. With the principal teaching history in grades six, seven, and eight, the school in this case study has four teachers for three grades. Each teacher and the principal teach the major field of his preparation in college-----history, english, science, and mathematics. The other three basic subjects are taught by the homeroom teachers.

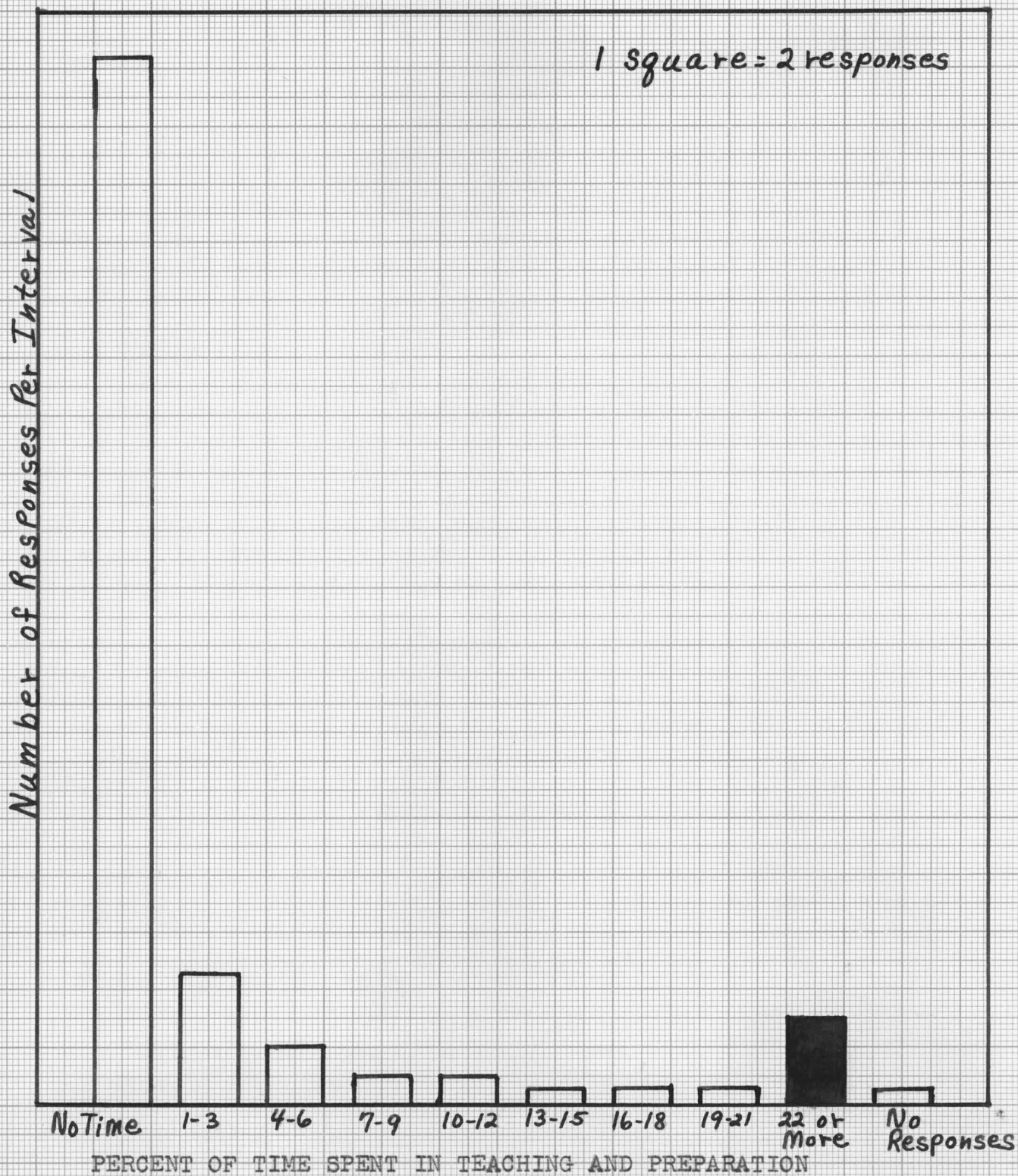
In addition to this daily schedule, the principal in this case study acted as a substitute teacher when a teacher was absent in grades six, seven, and eight.

An analysis of this teacher-principal position reveals that the amount of preparation necessary for teaching a subject in three classes was low in comparison with what it really should be. This observation is cited to illustrate that a situation of "slighting Peter to pay Paul" often occurred.

Graph IX also shows that seventy-three percent of the responding principals spent no time at all in this area. Six principals did report that they spent 22 percent or more of their time in teaching and preparation.

GRAPH IX

NUMBER OF RESPONSES FOR EACH PERCENT OF TIME SPENT IN  
TEACHING AND PREPARATION



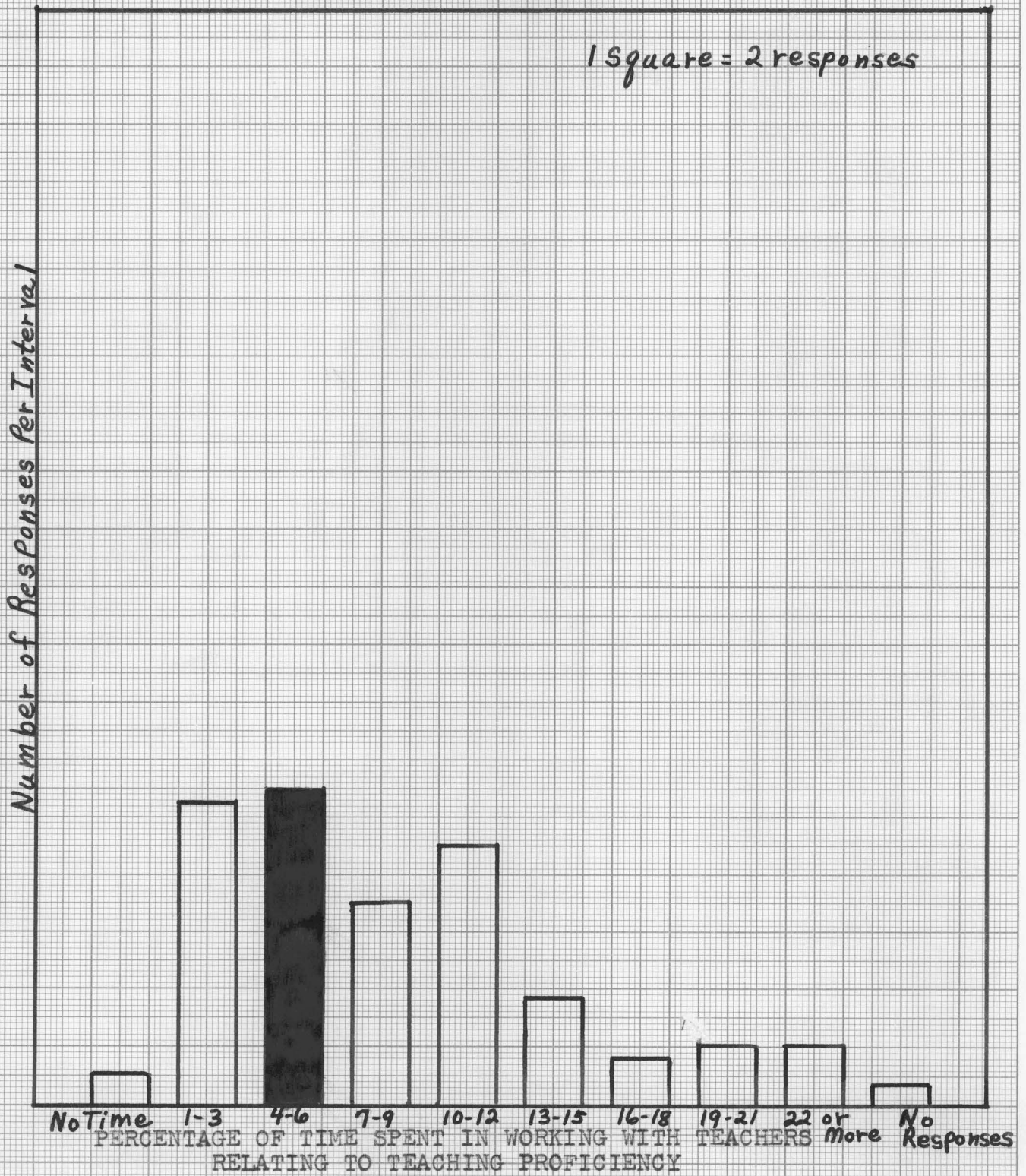
<sup>10</sup>Ibid., Appendix B, Supplementary Data, Table 62-11. P. B-32

Graph X, time spent in working with teachers relating to teaching proficiency, suggests that the percent of time spent in this area of performance was comparable to the largest amount of responses and time spent as reported by related research. This could vary greatly, however, for it depends whether the staff is experienced or beginning teachers. Either group's predominance in a teaching staff could cause a variation in this percent of time.



GRAPH X

NUMBER OF RESPONSES FOR EACH PERCENT OF TIME SPENT IN  
WORKING WITH TEACHERS RELATING TO  
PROFICIENCY IN TEACHING



<sup>11</sup>Ibid., Appendix B, Supplementary Data, Table 62-5. P. B-28

Graph XI, time spent in building and general supervision, displays that eighty-three percent of those responding in related research spent less time than the principal in this case study.

An explanation of the duties involved in this area will help one understand why the percent of nine and two-tenths is high when compared with the National Association of Secondary School Principal's report.

One very important factor is that the cafeteria for both the elementary and high school districts is located in this principal's building. This places extraordinary demands on his time that otherwise might not be necessary.

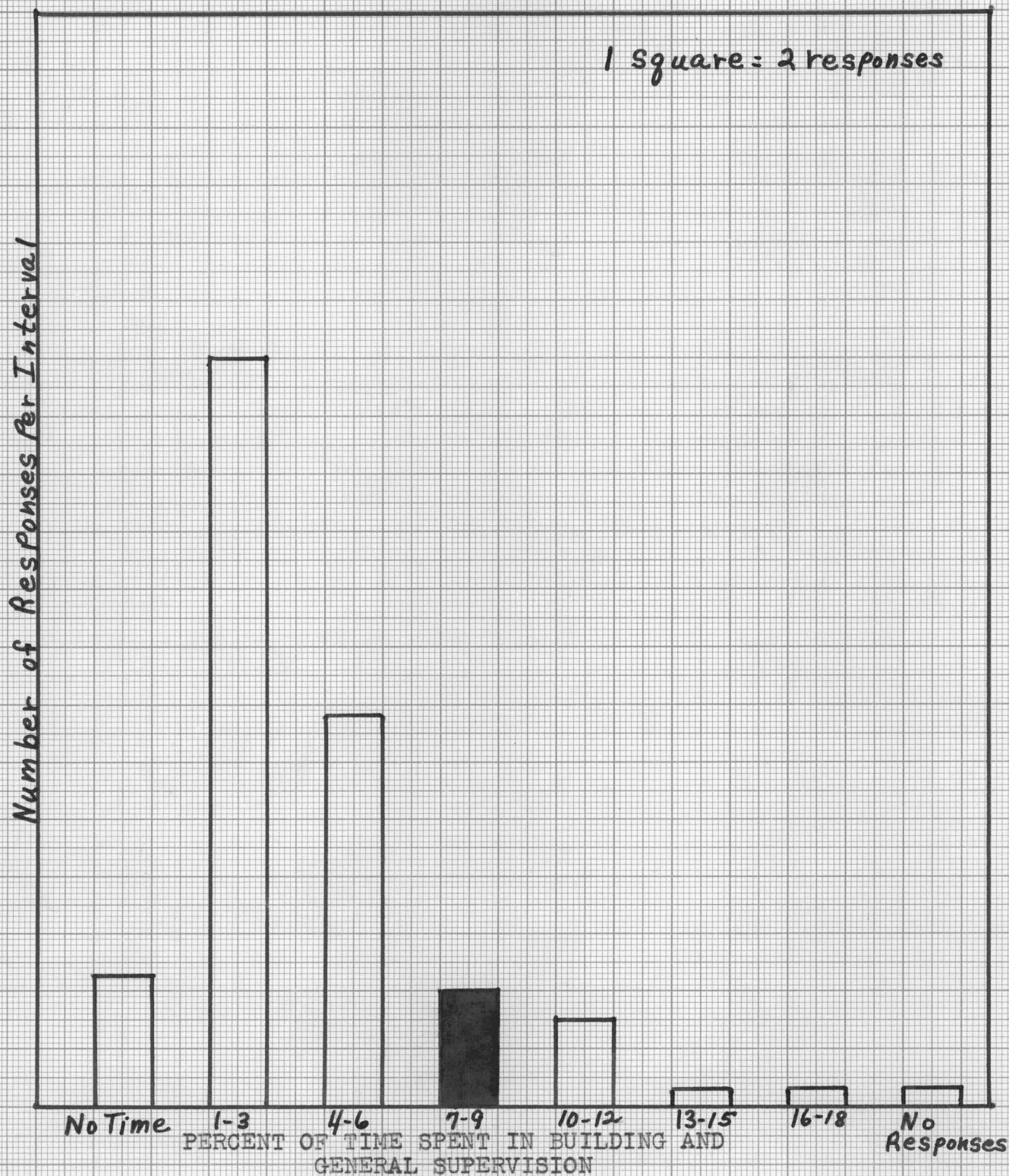
In addition, Illinois state code requires that teachers be allowed a thirty minute duty free lunch period. Implementing this code is quite difficult, but implemented it is because the principal in this case study assumes the responsibility for supervision. This may not be entirely necessary, but it does overlap into the field of good staff relations.

Furthermore, building policy requires that no group be left unsupervised. To enable sixth, seventh, and eighth grade teachers a short morning break from 10:15 to 10:30, the principal assumes this duty also.

A final analysis for this area of performance is that even if the time spent is large, it would seem justified for the sake of good staff relations, low teacher turnover, and compliance with state code.

GRAPH XI

NUMBER OF RESPONSES FOR EACH PERCENT OF TIME SPENT IN  
BUILDING AND GENERAL SUPERVISION



<sup>12</sup>Ibid., Appendix B, Supplementary Data, Table 62-6. P. B-28

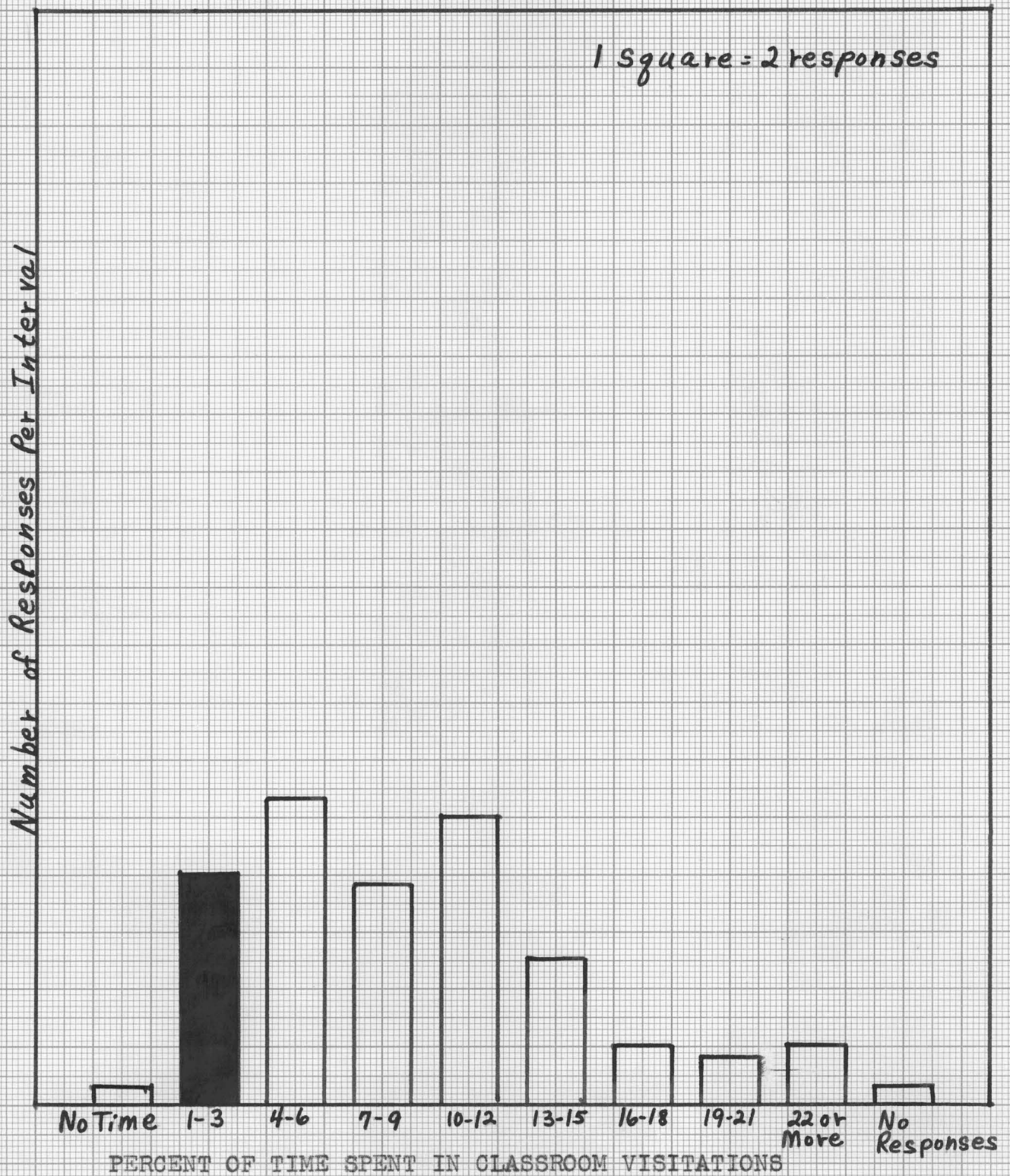


Graph XII, time spent in classroom visitations, indicates that eighty-two percent of the responses spent more time in this category than the principal in this case study.

Only one observation is in order i. e., if the six week period of time chosen for this case study had been earlier in the year, the percent of time spent would have been larger, for visitations are conducted more frequently as the year begins and slaken as it draws to a close.

GRAPH XII

NUMBER OF RESPONSES FOR EACH PERCENT OF TIME SPENT  
IN CLASSROOM VISITATIONS



<sup>13</sup>Ibid., Appendix B, Supplementary Data, Table 66B. P. B-38



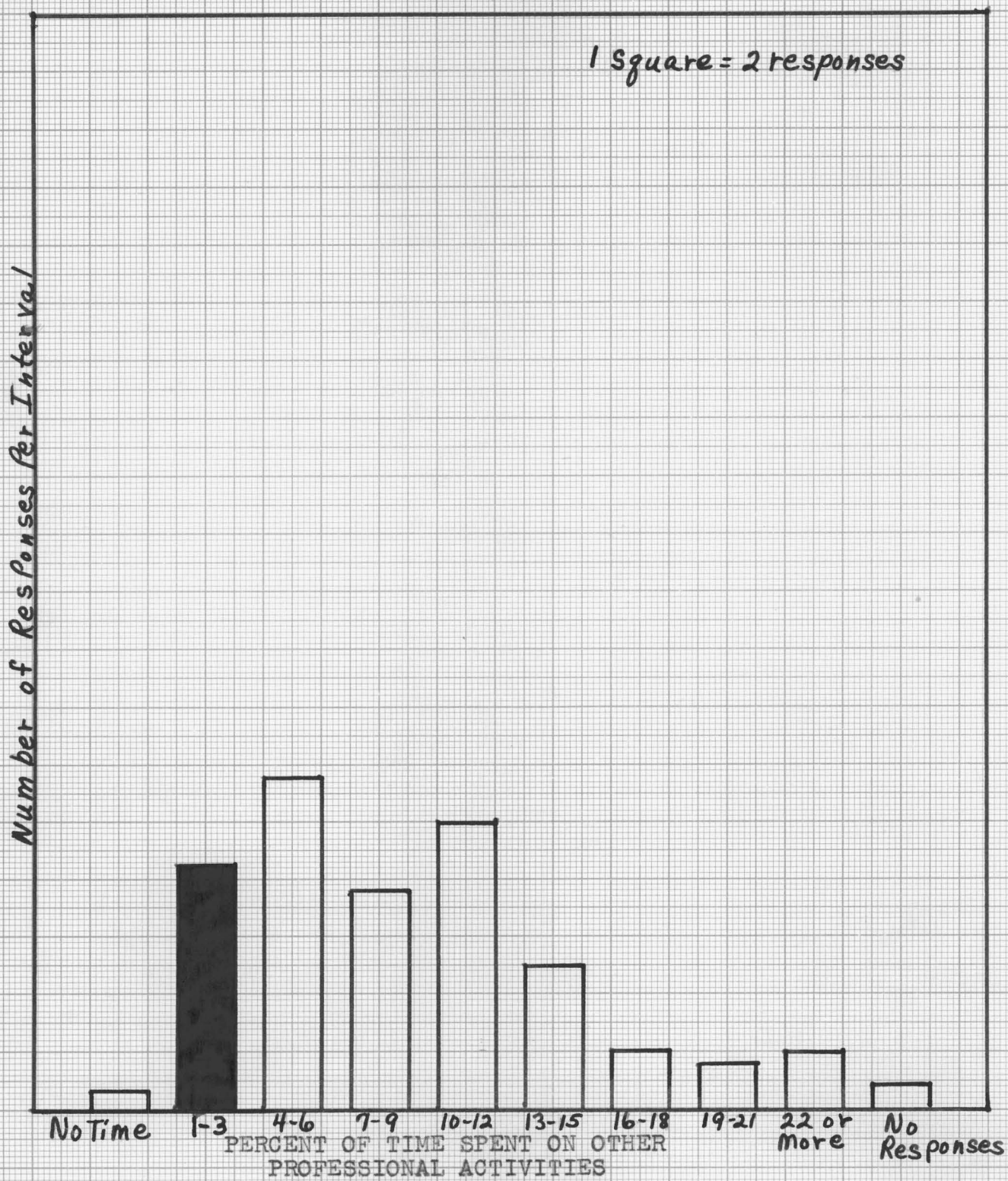
Graph XIII, incorporates both office routine and miscellaneous activities in this case study. Both these areas are so varied in their performance, one graph would not satisfactorily display their range of performance.

Office routine includes everything from keeping cumulative records to the daily attendance summary. Usually a secretary does this; however this case study has already noted the absence of such personnel.

Miscellaneous activities consist of keeping in touch with teachers and personnel on three floors and two separate buildings. No inter-communications system is available. Many of these duties are, quite frankly, trivial and errand boy in composition; however, when liaison and communications break down, the end is usually in sight.

GRAPH XIII

NUMBER OF RESPONSES FOR EACH PERCENT OF TIME SPENT IN  
OTHER PROFESSIONAL ACTIVITIES



<sup>14</sup>Ibid., Appendix B, Supplementary Data, Table 62B-18. P. B-37

## CHAPTER III

### CONCLUSION

This case study was a most invigorating undertaking. It was a good mental exercise for it provided the opportunity to construct graphical statistics and compare them with related research.

#### Evaluation

The time spent in this case study demanded considerable attention to details. Rather than dealing with generalities and broad educational terms, objectives, and theories, this case study forced a concentration upon accuracy when dealing with specific areas. Especially the construction of the log sheet was demanding because it became a part of life itself.

This study became especially valuable when the results were tabulated, and an analysis of its components was organized.

Far too often does the performance of a duty pass into the annals of time without one's having the opportunity to know where he has been or what he has done. Such was not the case in this study.

An analysis and explanation of performance in given areas promoted objectivity. It gave purpose and reason to a principal's position that sometimes can be overlooked in

the routine of performance alone.

This study was a wholesome experience. Probably the greatest value received lay in the mental satisfaction that it provided for observing one's self in his own particular situation.

#### Summary

To finalize this case study, a summary of its findings is necessary.

The time spent categories in Table I show the percent of time spent in each category. Some of these were found to be greater than the time spent in comparable areas as portrayed by the National Association of Secondary School Principals in their report on the junior high principalship. Other areas were found to be less.

Graph I showed the average hourly work week of the principal in this case study as compared to one-hundred responses from other principals. By shading the bar which represented this case study's time, a comparison revealed that the average work week of the principal in this case study was comparable with fifty-four percent of other responding principals.

Graph II indicated that this case study compared with only eight other responses that stated four to six percent of their time was spent in testing activities.

Graph III displayed that the principal in this case study compared only one other principal whose response showed thirteen to fifteen percent of his time was spent in planning with superiors.



Graph IV showed that this case agreed with only nine other principals who spent seven to nine percent of their time on correspondence.

Graph V, staff relations, showed that only eleven other principals who responded spent seven to nine percent of their time on staff relations as did the principal in this case study.

Graph VI shows that the principal in this case study compared with twenty other principals that spent four to six percent of their time on disciplinary matters.

Graph VII displays that the principal in this case study compared with thirty-eight others who responses stated that they spent only one to three percent of their time in private thought and reflection about administrative problems.

Graph VIII shows that the principal in this case study and forty-two others spent only one to three percent of their time reading professional literature.

Graph IX indicates that the principal in this case study agreed with only six other principals who stated that they spent twenty-two percent or more of their time in teaching and preparation.

Graph X shows that this principal and twenty-two other principals spent four to six percent of their time with teachers relating to teaching proficiency.

Graph XI displays that only eight other principals spent seven to nine percent of their time in building and general supervisions.

Graph XII shows that the principal in this case study and sixteen other responding principals spent one to three percent of their time in classroom visitations.

Graph XIII shows agreement with seventeen other principals who stated they spent one to three percent of their time in other professional activities.

All these graphs have presented the findings of this case study and provided a summary for its review.

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